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EDITORIAL COMMENT

School personnel are currently concerned with planning for the protection of children in an emergency. Miss Ross in *Planning for School Children in a Period of Crisis* points out the importance of the child's attainment of a basic security and the ways in which parents and teachers can contribute to this security. Through joint participation the soundest plans may be effected for averting unnecessary anxiety.

The two articles, *This I Do Believe* and *The Significance of Believing—for Counsellors,* give the point of view of an educator and social work teacher about the importance of affirming values inherent in school experiences. Mr. Graham stresses the need for mutual understanding and acceptance on the part of social work and education. Mutual respect on the part of each discipline is essential if the needs of children are to be met. Dr. Smalley's paper offers a challenge for school social workers to examine their own fundamental beliefs which underlie their practice.

Miss Gallagher's article will be of interest to social workers who recognize the need for the use of varied methods in interviews with children. She has described how she uses play material as part of the casework process.

PLANNING FOR SCHOOL CHILDREN IN A PERIOD OF CRISIS[1]

HELEN ROSS, Administrative Director
Institute for Psychoanalysis, Chicago

Every age has been regarded as critical at one time or another. The atom bomb and its potentialities makes this time seem more critical perhaps because of the unknown features of atomic warfare. Even this horrendous possiblity, however, should not blind us to the consideration that there is always something in the nature of a crisis to deal with in our social and economic life. We should ask ourselves the question: are we concentrating too much on the atomic danger rather than looking into some of the less striking problems in our everyday lives? Planning should always include both the foreseeable and the long time goal.

It is erroneous to assume that children can be brought up without some fear and without problems. Any danger constitutes a problem and demands a solution, whether it be the gas stove or the atom bomb. The task of the teacher, the parent and other adults who have anything to do with children, is to help them with the solution. A great deal of recent teaching would seem to indicate that children must be protected from all possibilities of anxiety. This should be restated: children should not be exposed to anxiety beyond their capacity to deal with it and if so, we should help them not to be overwhelmed. All learning deals with problems. Learning is problem solving. Without problems there would be no thinking; no progress; indeed, no functioning.

We can provide children, however, with a baseline of security that will enable them to grapple with fears and problems without undue stress. This baseline of security has its source in the early experiences of the child with his parents, and depends on the amount of confidence he develops in early life according to the way he is loved and treated by the father and mother. When this baseline of security is lacking, then the adjunctive services to children—teachers, social workers and others, have to step in and give the child the confidence that help will come, without which he can be overwhelmed.

But even the child with the most favorable upbringing might be overwhelmed by a too big dose of anxiety producing situations. We

[1] Presented at the National Conference of Social Work, Chicago, Illinois, May, 1952.

learned certainly in the last war that even the strongest could be undone by a piling up of suffering and fear. I cite the psychiatric victims of Guadalcanal as an example. Our job is first to provide the way of life which gives children confidence in grownups; second, to help supply this if the child has not had favorable upbringing; third, to try to prevent too overwhelming experiences; and fourth, to act as buffer and support according to the child's need.

Capacity to meet difficulties is determined by a child's former experience and by his particular phase of development. Little children, for example, suffer primarily from the fear of separation from the protecting parents. The children in the middle years add to this a fear of bodily injury. The adolescents' attitude is more complicated, not only because of past experiences, but also because of all their budding concern for human destiny.

Human beings in general and children in particular are usually uneasy in the face of the unknown. The grownup has a larger experience from which to draw hope of living through a difficult situation. When the grownup finds himself anxious about what to do next, he can look into the past and compare the new situation with the old. Depending upon his past success, he has hope to get through the new difficulty without too much trouble. The little child's experience is brief and so he has only a short past history on which to draw for hope and encouragement. This means, of course, that he can get into a panic much more readily than the grownup. What he does is to turn for protection to the persons at hand and find his security through the calmness and responsiveness of the older people. The very massiveness of the unknowns in the atomic possibility calls for a kind of strength in grownups which probably exceeds anything we have needed before. But this very amount of anxiety belongs much more to the grownup who has read and speculated on Hiroshima than to the little child.

The attitude of parents and teachers, therefore, is a highly determining factor in the child's response to anythnig that is frightening or puzzling. We know from observation of babies and small children that they are like little seismographs in picking up intimations of anxiety in the grownups. We are all acquainted with the sensitiveness of a pet dog to the master's leaving or to any threats of trouble in the home. We accept this from our experience with pets, but often forget how much more sensitive children are. The dog does not communicate his uneasiness except through his behavior. The little child may express himself

in panic behavior since he does not have words for his feelings, but has to act out his distress. An anxious child is usually a troublesome child; either he is timid and withdrawing, or he is aggressive and destructive. The grownup, however, has learned to express his anxiety and usually to control it. But even if he is able to help children directly in any trying situation, the efficacy of this help will be largely determined by his own strength and selfconfidence. The teacher who is afraid of what may happen is not ready to be a support to the pupils.

In the light of this discussion, our preparation for civil defense should probably include first some education of teachers and parents. By education, I mean an opportunity to discuss plans for the children in the eventuality of an atomic attack, opportunity to discuss their own fears, and opportunity for participation in the planning. In some localities, plans have been made by a central bureau and simply sent out to the schools without adequate explanation. This has tended to excite some teachers more than to help them, and in turn, this anxiety reaches the parents through the child. In some schools the teachers have given directions to the parents through the children, saying that the parent should make certain preparations in case of an atomic attack, and the parents have reacted with greater anxiety than is called for. All civil defense plans should provide for parents and teachers to meet together and to discuss the features of the program before the children are involved. I base this suggestion on our knowledge that anxiety is communicated to children through attitudes of grownups more readily than in any other way.

Parents and teachers should also be acquainted with the tendency to displace internal fears onto outside circumstances. Most children take happenings in their stride, but when a child shows undue fear relative to the atomic bomb, for example, this is probably indicative of an uneasiness which has its source in his feelings of insecurity at home or a vague fear that he is bad and may be punished. This is as true of grownups as it is of children. It is easier to blame large events for our fears than it is to look into the cause of them within ourselves.

Parents and teachers should also know that unchecked fears in children tend to spread and to include more and more areas of their personality, and to become illogical. It is, therefore, important to note the anxiety of the little child and try to find the cause and change the circumstances as soon as possible, before the fear pervades his being.

I have mentioned the importance of the child's stage of development

in making plans for his care and have spoken of the separation fear of the little child. The primary anxiety in the small child is probably rooted in the awfulness of having to face something alone. He feels weak and powerless when separated from his parents and though he does not envisage annihilation, he probably has some primitive realization that without help in dangerous circumstances, he cannot live. This loneliness in danger may be acute suffering for adults as well. Indeed, the fear of death probably has its source in the fear of loneliness.

This leads us to the importance of the leader in any distressing circumstances, since the leader takes on the protective function of the parent. The "leader", probably the teacher, communicates his serenity to the child through the way he acts rather than in the things he says. Little children need non-verbal assurance, such as being in the presence of grownup people, being able to lean against them and to feel that protection which they first learned from the early bodily contacts with the mother.

The child in the middle years is much better able to talk about his fears and to receive instruction from the grownup about what to do. Indeed, the children of these years respond very rapidly to emergency situations and become helpful when they have a good leader. This does not mean that they do not have fears also; it does mean that they have learned some control and that they are able to express some of their uneasiness in action. Basically, children in this age are concerned with their strength and prowess and their ability to do things. Often we see this in exaggerated form which covers up a fear that they are bad or "dumb". For these children an action program is highly important in the civil defense measures. They should know as concretely as possible what they should do under given circumstances. Each one should have a job. This is true of older people, too, that anxiety is easier to handle when one has something definite to do about it.

The same is true also of the adolescent, though because of his particular stage of development he has a much larger feeling for others as well as himself, and he is more readily confused. The adolescent can usually be appealed to for assistance with younger children in time of emergency. This has a steadying effect on the adolescent and gives him the gratification of being of use. The civil defense program in the schools should take this into account and use the older children in helping with the younger.

If we appraise the experience of England in the days of the blitz,

we learn the overwhelming importance of keeping children, especially the little ones, with the parents if possible, and if not, with grownups they know. The teacher is the natural substitute if the children are in school. If children must be evacuated under any circumstances, and if this cannot be done in the family unit, then it should follow the school unit, in order that the children have more sense of familiarity and protection.

Though the foregoing discussion is thrown against the general apprehension about atomic warfare, we should not concentrate on this danger. Other circumstances which shape up into a crisis should claim our attention. A crisis for the child need not be global to be overwhelming. When the father must go to Korea, for example, the little child's world may be shattered. When a mother becomes too sick to be at home, the child feels that his world has fallen down. In the life of the child, crisis is not spelled in newspaper headlines; it is what happens to him at home. The teacher and the social worker are often the first ones to see and to be able to appraise what is going on in the home. Unfortunately it is easy to overlook the shy and timid child simply because he does not give any trouble, whereas he may be the unhappiest in the school room. It is often easier for the teacher to report the bad child to the principal and wash her hands of the whole affair, than to give him some special consideration so that he may find more security with her. Insecurity always spells some kind of "misbehavior".

Herein lies the value of the school social worker, whose special job is to spot the unhappy or upset child and to help the teacher in planning for him at school while she looks into the home and helps the family. Herein lies the significance of the guidance clinic if the child needs more specialized and prolonged care.

For teacher, social worker, physician, psychiatrist, planning for children in a time of crisis demands better and better training, a finer knowledge of children's growth than most training provides. Knowledge of the dynamics of personality should be a qualification of all those whose work is with children.

If we are truly to help children develop a healthy personality, these various groups must learn to work together. This implies far better communication between disciplines than we have today. The school social worker is the natural bridge between her discipline and the teacher's. She makes a daily demonstration of how we can join forces to help plan for children not only in a time of crisis, but for all time.

As part of a panel discussion entitled, "The Development of School Social Work Practice: Trends Toward the Integration of a Social Work Function within the Educational Setting", given at the National Conference of Social Work, Chicago, Illinois, May, 1952, Mr. Graham concluded his presentation with the following statements which affirm his conviction:

THIS I DO BELIEVE

RAY GRAHAM, Assistant Superintendent
State Department of Public Instruction, State of Illinois

Children are important.

Education and schools are important.

The child who comes to school must be accepted as he is.

School social work has a philosophy, a discipline, and a service to offer that is good in meeting the needs of children.

Social work and education must approach their work hand in hand. Faith in each other and a respect for the profession of each by the other are essential to harmonious working relationships and effective service to children.

The school must not accept school social work as a tool to be used in ways not acceptable to the profession of social work. And social workers must not use the school merely as a locale for "plying its trade" without regard for the purpose of the school. Only from this understanding can come mutual acceptance.

All agencies interested in children, and especially all social agencies, have a far greater responsibility for supporting a program of school social work than they have evidenced thus far.

The focus of school social work must be the school child, the social and emotional adjustment of this child in the school situation.

A school social work program is one of mental health. It must be positive. It must be preventive.

It is sound economically, socially, and educationally—and it is American and democratic—to develop within the school structure services that give priority to assisting the child to develop and mature socially, physically, emotionally, mentally, educationally, spiritually, and personally in a desirable manner. His needs for psychological security and his feelings of personal worth must be met. His affectional security, his personal adequacy, his ability to live with others represent his first needs. The challenge is one of uniting to provide him this opportunity.

THE SIGNIFICANCE OF BELIEVING— FOR SCHOOL COUNSELLORS[1]

Dr. Ruth E. Smalley, Professor of Social Casework
Pennsylvania School of Social Work of the University of Pennsylvania, Philadelphia

The impulsive "yes" that outshouted my reasoned "no" to the request to speak was the very thing that I want to talk to you about today. BELIEF. Belief in what you are doing—belief in its significance for the children you are helping, and for the school you are serving, belief in a day-by-day demonstration that children have it within themselves to make use of an important American institution for their growth and development, and that that American institution, the public school, has it within itself to grow and change, the better to serve the children for whom it was established.

This is not a rationally arrived at belief, though I can easily substantiate it rationally, but one that comes from the inside of me as a result of my identification with a field of work which marked my own beginning as a social worker, and which constitutes the area of a most significant period in my own practice. I know school counselling works, in one small spot I helped it work, and I know for the best interest of us all it *must* work *now* at this hour, in this city, and in this country.

Now what I want to say to you this afternoon is my own answer—as of the beginning of 1952—to the question: "What does it take to be an effective school counsellor?"[2] That may sound presumptuous. I don't want or intend it to be. I am not going to speak of technical aspects of practice, though I shall consider with you how they can be come by. I want to emphasize something that must underlie the "techniques" in any helping process to make it work. I refer to what brings me here today—belief. And specifically to three beliefs essential for a school counsellor—each of which I shall develop in the time I have: (1) belief in the life process itself—in growth that is synonymous with life as I understand it; (2) belief in the possibility and efficacy of relationship—I mean belief that one person can mean something to another, belief in the significance

[1] Presented at a meeting of counselling personnel (school social workers), January 16, 1952, Division of Pupil Personnel and Counselling, Philadelphia.

[2] "School counsellor" is the term used for the "school social worker" in Philadelphia.

of the meeting not only of mind and mind, but much more importantly, of feeling and feeling, spirit and spirit; and finally, (3), belief in the job. That means belief in the social institution, the public school, you are here to "make work" for the individual children for whom it is *not* presently working—to their or its full satisfaction.

Appreciation of the significance of believing is carried so memorably in William Saroyan's last chapter of *My Name is Aram,* entitled "A Word to Scoffers". Saroyan writes of the effort of a missionary to help Aram enroute from the west to adventure in the big city.

"You can go hopping all over the world" said the missionary, "and never find out anything because that ain't the way you find out anything. All you got to do is change your attitude."

"That ought to be easy," I said.

"Easiest thing in the world," he said.

"I'm game," he said, "I've got nothing to lose. How do I change my attitude?"

"Well," said the religious man, "you stop trying to figure things out and you *believe.*"

"Believe," I said. *"Believe* what?"

"Why, everything," he said. "Everything you can think of, left, right, north, east, south, west, upstairs, downstairs and all around, inside, out, visible, invisible, good and bad and neither and both. That's the little secret. Took me fifty years to find out."

"Is that all I have to do?" I said.

"That's all, son," said the missionary.

"O. K.," I said, "I believe."

"Son," said the religious man, "you're saved. You can go to New York now or anywhere else and everything will be smooth and easy."

"I hope you're right," I said.

"You'll find out," said the religious man.

The big bus came to the curb and I got in. The lanky man of God came to the window, smiling proudly.

"You're the fifty-seventh man I've saved," he said.

"Well, so long," I said. "Many thanks for the little secret."

"Glad to do it," he said. "Only don't forget. Just believe."

"I won't forget," I said. "I'll believe."

"Anything," he said.

The motor of the bus started.

"Any old thing at all," I said.

The bus belched smoke and slowly rolled away.

I thought I was kidding the old padre of Salt Lake City, getting back my vast book learning and anti-religious poise, but I was sadly mistaken, because unwittingly I *had* been saved. In less than ten minutes after the bus left Salt Lake City I was believing everything, left and right, as the missionary had said, and it's been that way with me ever since.

Saroyan had the feel for the significance of believing. And I have suggested three beliefs for the book of the School Counsellor.

First, belief in the life process itself. What is it to be alive and to trust life, as a process? For me there must always be the feeling of wonder—appreciation, gratitude, and deep respect for the principle, the *fact* of life—for the living quality. I am going to risk the trivial and obvious to make a point that is so very much neither. In the spring at the time of early planting, you hold a seed in your hand. It is so small as to be hard to hang on to or to distinguish from the other hard black spheres of which it is just one. Yet in itself it holds the capacity for becoming something other than what it now is—though always in accordance with the laws of its own nature. It has what it takes to change *in time,* to use the conditions that surround it—of soil and water—and later sun—to respond to nurture with increased abundance—to withstand neglect—to alter itself to deal with adverse circumstances and still thrive—faithful to the life principle which moves within it. The flower grows crooked to find the sun before it abandons growth. Something of this is true for all living matter. And the greatest potential for creativity in growth rests with the human being.

The children who come to you—defiant, apathetic, evasive, sullen, compliant are—first of all, alive. Your most powerful ally in all you do with them is life itself—their life, the life in them, which each of them has at his disposal for his own individual use.

Each child you see has survived a good deal when he meets you.

And he has not only survived but he has used vital experiences, good and bad—favorable and unfavorable for the creation of the unique self he brings to you. He is unique first because he is the creature of his parents —the carrier of an inheritance which is specific for him. And he is unique because he has had an environment specific for him—since first he lodged in his mother's womb. How greedily and how creatively even then he used that environment—made the best of an unfavorable position, or profited from a favorable one—found a way to deal with toxic conditions, and live, or thrived on their absence and on the presence of satisfactory blood nourishment. Every one of the children you meet survived birth—liberated himself with pain and usually with tremendous effort from an environment no longer permitting the growth he was bound through his very nature to realize. All of the experiences that preceded his arrival at your door—a child in trouble at school—the family life uniquely his—the mother and father, brothers and sisters, the nature and degree of the love that was there for him, the limits that were imposed, the *way* they were imposed in his feeding, and weaning—and training, the gratifications, the deprivations—all of these experiences affected the kind of person he has become. But even more significantly *he* effected the person he has become. Central in the drama that has attended every moment since his conception is the child himself—using *this* experience in this way, *that* one in that way, seeking out what he needs, turning from what hurts or impedes. Hero of many battles, traveller in pleasant places, survivor of psychological disasters, experienced and wise in living, physiologically and emotionally, he comes to you. No matter how he may seem to deny it, or to place the responsibility for his life on his parents, on the school, or on other children—("they made me do it"), something in him deeply claims his life as his own, and no one's else. In that sense, he *is* the master of his fate, the captain of his soul. Your task is to help him acknowledge and act on that truth in the immediate experience of being a child in school. Where and how is he denying responsibility for himself and placing the blame elsewhere? Out of what discouragement, fear, or lack of nourishment, is he failing to be true to the life and purpose within him? Conditions in school, at home, or elsewhere may press too heavily on him for him to realize or even approximate his own potential. You may have an important part in easing those conditions, making them more favorable for his growth. But you can never grow for him—you can never substitute your courage, your wisdom, your will, your life for his. You *can* help him use what he has and increase what he has in the using.

Two points already made about this first belief I would like to emphasize before I leave it. In believing in the life process, trusting the child to master his difficulties through the use of the power that is in him, it is important to know that it takes time to grow, to learn a new way of using one's self. You can't watch the seed become the flower. Yet it *does* happen, in time. It is so hard to wait and let it happen in a child, *help* it to happen—such a temptation to try to compel it at a tempo that may be right for you and the school but that is neither right nor possible for the child himself.

And it is important to know not only that growth occurs only in time, but also that it has a character that is different for each child. He will do his growing in his own time and in his own way—because of the unique inheritance of each of us, to which I have referred, the unique life experience—and the unique character of the life quality itself as it is manifest in every individual.

Can you let a child be different from you and from other children so long as his difference falls within the framework of what is acceptable to the school? This child may always be shy, that one aggressive. Can each change enough, with your help, to be more true to himself, his whole self, in the course of becoming, at the very least, an admissible member of the school community?

Nowhere more than in the public school is there opportunity to be aware of life as a force. The passing of classes alone makes the head ache with it. It is not the problem or the province of the school counsellor to create what is so abundantly and obviously present in the children she serves. It is her province to help the child *use* the life that is in him, productively, and in a way that is appropriate for school.

Do you believe, then, in the life process—in your own to sustain you through the day— in the child's, to sustain him and to enable him to find his own way? Can you trust him to do that, with your help—or, out of your concern for him perhaps out of your desperation or frustration—are you trying to do it for him—or to get the school or his parents, or his friends to do for him what is properly and so rightly his to do?

Then—*how* to help the school child use the power in himself right here in school in the direction of his own growth and development, instead of against it, and against the school, and against his classmates?

This brings me to the second belief—that can work such magic—belief in relationship. What do you believe is possible through relation-

ship? I have said that the child has within him what it takes to grow and develop. And that is true. But growth for the child is not a matter of simple unfolding, as the bud becomes the rose. He does have maturing and changing neurological and physical equipment to work with, but he, unlike the flower, uses not only conditions—food, water, sunshine for his *physical* growth, but other people for his *psychological* growth. From the time he is a tiny baby and first apprehends that there is such a thing as another person who can satisfy or thwart him, he finds his own way of relating to that other person. He learns to make use of others and to let himself be used by them. He discovers a means of incorporating others, psychologically, into the person he becomes, and puts out on them the part of himself he wants to be rid of because it is too much at the moment to contain. So in the very creation of his own self he uses people, in two ways—to take into himself, as ideals he wants to be like; like whom he becomes; and as recipients of what he has to put out in feeling —whether of rage or love. People are necessary to him in both capacities. Again, by the time your troubled child meets you, he is an old hand at relationships and he brings his unique way of relating—to you. How has he used other people? How has he let himself be used by them? What has worked for him? To fight the other person—to seem to comply while really going his own way—to wheedle—to threaten—to remain aloof and indifferent? What is his own capacity for relationship? How can you help him use it, increase it, modify what he does with it through what he does with you? Do you beleive one person can matter to another—can use another person for his own growth and change? Can take help from another person? Can you let yourself experience using another person—your supervisor, for instance—acknowledging the liking and trust you feel for her—as well as the fear of her encroachment—the anger at her knowing what you don't—or whatever may be there? If you truly believe in relationship and can be human and real in your relationships, including that most important one with your supervisor, you can believe in what a child can do with you. With you, he has a chance to know himself in a new way—to know himself in the very act of experiencing what he is like through what he is doing with you. If he is impudent, or lazy, or aggressive with his teacher, she *must,* to discharge her responsibility, correct and limit him—hold him to the standard of behavior and accomplishment the school has to represent in order that we may have a civilized and literate population. But yours is a different task. It is to help the school child understand the self he is—more deeply perhaps than he ever has before—to "catch himself in the act", so to speak, of being angry, defiant, evasive, lazy, loving, friendly

with you. This he will let himself do—only if you neither condone nor condemn him. Both trap him into being either what you want him to be or what you don't want him to be, irrespective of his *own* choosing. And self change, which is not self chosen, will not endure. Your task is to give him back to himself. As he takes possession of the self he is—he takes also the responsibility which you have left with him for becoming the kind of person he wants to be. Children use their heroes, whether Roy Rogers, their teachers, parents, club leaders or counsellors to construct the kind of person they want to become. They will choose as ego-ideal someone who goes out to them with warmth (television can be a real help to identification) and who feels *like* them—their aspirations and their hopes.

I have referred to the kind of relationship a child needs from you as one that neither condones nor condemns. They can sound neutral and inhuman, and if it is, or becomes that, it is meaningless. A child can trust himself to be himself with you—to share his shortcomings and fears and hates as well as his loves and longings only if he feels your genuine concern for him as a person, your valuing of him as an individual no matter how far he has strayed from his own or your or anyone else's ideal of behavior. He has to know you do *not* intend to take his life out of his hands even though he tries to give it to you—as when he raises the familiar question: "What would *you* do?"

When he is truly convinced that you are there for him—in his corner —wanting to help him find a way he can do something different and better in school—able to tolerate what he puts out to you of his bad as well as his good self—he can let you have it. He can let you have the kind of self he truly is, and in hearing himself say it and in living it out with you, come into possession of himself in a new way. Then it is no longer a mean teacher or the bad school or the longed-for movie during school hours that the child sees as causing the problem. It becomes possible for him to acknowledge and take responsibility for *his* part in what is happening to him in school. As he feels you well-disposed to him, and not critical of the bad self he puts out for you and himself to look at, he is freed to decide how he wants to manage his badness as well as his goodness. That magical process occurs through which he takes into himself, forever his, some of your belief in him, your courage to face hard things, your greater strength and maturity. You can't give it to him. But he can take it. We know how, in a crisis, we call up the face of a loved person, or the sound of a voice and are strengthened, as though the strength of the other person entered into us and became our own.

For the counsellor-child relationship to have this much meaning, the counsellor must give generously of herself, not in the sense of the mutual giving found in love and friendship—but in the sense of caring about the other person—with a sharing of her thoughts and feelings about what the child is doing with her and saying to her. That calls for something in the way of an investment of your self and may well leave you tired and drained at the end of an interview, and of a day.

So the second belief takes its place by the first—belief in the possibility of relationship, in the use of relationship for growth, belief in the kind of relationship appropriate for the counselling situation, and in the unique way *it* can make growth possible.

What of the third belief—belief in the job? You can believe in your job—helping a child make use of the experience of being in school toward his own growth and development—only if you believe in the school as an institution.

It is obvious that if you thought school was a bad place to be—bad for anyone and everyone, you could put little or nothing into helping a child do something with it. Nor could you work effectively as one member of the school faculty seeking to help the school itself grow and change with changing knowledge and understanding. Sometimes it is a turning away from—even a turning against the school and all its requirements and procedures which leads a teacher to say, "I don't want to be a teacher any more. I want to be a counsellor." Without being fully aware of it, such a one may find herself on the side of the child *against* the school taking up the cudgels for oppressed children *against* what is felt as an unfriendly and unreasonable force. This attitude is rightly resented by teachers and administration and is not helpful to the child. The feeling for the child is right—is necessary to help at all—but it cannot, to be effective, carry the "versus" spirit with it. This does not mean the counsellor has to be blind to the shortcomings of individual teachers or principals. It is safe to assume that when human frailties were being dispensed, teachers and principals were not overlooked. Nor does it mean that the counsellor has to "make everything right" in her own mind about the school as well as its personnel if she is to serve in it. As a matter of fact, the counsellor needs to see with a clear eye what is bad as well as what is good in the total school situation in which the child is placed. But she must find enough in school in general, and in the school or schools where she is working, in particular, for her to have conviction that, with all its lacks and rough spots, this is a good place to be. She must believe

that a good experience is possible here—not totally good—but good enough for the child to grow in if he will use it so. If she cannot feel this—if she cannot be truly identified with the school as a social institution and with a particular school as providing a real and valuable living experience for the child, she might better leave a field where she cannot hope to be either comfortable or effective. The other side of the picture is a blind and uncritical belief in school that minimizes or ignores what is bad in it for children—or harmful to their growth. Such an unreal attitude will interfere with the counsellor's capacity to help children be realistic about what they have to deal with. It will also make it impossible for her to participate responsibility in the school's change. The counsellor who believes in school will have her days of discouragement over what in school cannot be changed or what is slow to change—her irritations at personalities and procedures, but by and large, something will feel right and good for her when she sees the flag flying over the school yard—hears the thundering herd of classes passing, welcomes the hush that follows the bell signalling that classes have "taken up". She will value the advances schools have made in the last several decades in being responsive to the needs of children. She will deplore the lags and lacks, but she will be unable to envision our free country without our fine schools and she will be unable to envision herself not a part of those schools—helping them mean something good to children—to all children —to children who need individual counselling help if they are to use their own creative potential in a valued school experience.

So these are the beliefs that profit the school counsellor—belief in the life process, in the will to live and find his own way, so abundantly present in the most recalcitrant and apathetic child if only it can be released; belief in the power of relationship—in one person's ability to use another person for help in releasing his own capacity for living and growing; belief in the public school as a good place to test and develop both creatively and socially the potential which can be released.

Believing, you can find the way to counsel with school children, drawing on your experience, using the relationship with your supervisor to learn technical aspects of practice and to find the nourishment and support which enables you to give, in turn, to children, undertaking study of a kind which has been designed and tested to provide situations in which skill in counselling can be developed. Belief is not enough. But without it, nothing is enough—no skills, techniques or wanting to do it right.

And how shall you believe? Here I leave you—to discover for yourselves, in yourselves—where alone it can be found—whether you believe, what you believe, and whether your belief can grow through a relationship with someone who does believe—as I do—so earnestly that it is a privilege, as well as a heavy responsibility, to be working at this time, in the middle of the twentieth century, with some of America's children, as a counsellor in the public schools of Philadelphia.

CASEWORK WITH CHILDREN IN A SCHOOL SETTING THROUGH THE MEDIA OF PLAY[1]

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The material presented in this paper is derived from direct casework experience with children in a public school setting. The children who require individual casework, the method through which they are brought to the school social worker's attention, the beginning process of casework with these children, and illustrations of continued casework through play and interview are described. The material is abstracted from my records as a school social worker in the Division of Guidance and Child Accounting which is an outgrowth of the former Compulsory Attendance Department. The change in departmental name is an indication of the change in philosophy in understanding and helping children. This change in philosophy pointed to the child as an individual, then later to the "why" of symptomatic behavior and then to the "how to help" in the light of this knowledge. The primary philosophy of education is to "extend each individual as much chance as possible to develop his own talents, especially aiding him to acquire those skills, attitudes and understandings which will enable him to preserve our representative form of government, and to make his contribution toward the extension and enrichment of the opportunities of the common man."[2]

It is to be assumed in a school setting there is a definite "team" operation including principal, teacher, and frequently a psychologist and nurse, along with the school social worker, but since the focus of this material is direct casework with the child, the contribution of other team members has been minimized or omitted when possible. A description of concurrent casework with the parent, an essential, is also not included.

Referral is initiated by the principal. As a general rule the teacher has discussed the child's poor adjustment to the school routine with the principal—sometimes a teacher herself takes the initiative in referral in which instance the worker clears with the principal. A conference is then held regarding the referral. In many instances the principal or

[1] Abstracted from a comprehensive paper submitted in partial fulfillment of the master's degree in social work, School of Social Work, Carnegie Institute of Technology, Pittsburgh, Pa.

[2] Dr. Hill, *Pittsburgh Schools,* 1943.

teacher will give a written statement of the child's difficulties as she sees them. Children may be overly aggressive or extremely withdrawn. They may be tense from external pressure or demanding home situations. These manifestations frequently lead to difficulties in learning. Children with disturbances, emotional or physical, rejected children, overprotected children, may become non-readers. Once the child has experienced failure in reading it is practically impossible for him to learn much of anything, and the cycle of non-learning is given impetus and "snowballs" to insurmountable proportions. The child is lost and "different from" his classmates. Dissatisfaction—insecurity caused by his "difference"—embarrassment—severe tension result. The classroom becomes unbearable to the child and he may resort to daydreaming, constant talking, walking around the room, excusing himself—anything to escape the unpleasant situation. These children are frequently referred for service. Then there is the group of children who have been emotionally damaged in early infancy. Frequently they have been so emotionally deprived—their relationships are so poor—their superegos so inferior, that they cannot adjust to the classroom situation. It is intolerable to them and their consequent symptomatic behavior is equally intolerable to the teacher and classmates. Children presenting these problems are frequent occupants of the outer office for their behavior in school and usually the subject of complaints of the safety patrol for their behavior to and from school. These children without much doubt will be referred to the school social worker for help—primarily for the child and secondarily for the teacher.

As previously stated referral is initiated by the principal as a result of teacher and/or principal observations of the child's behavior and school progress. Either principal or teacher, and more often both, will give a short resumé of the child's behavior that gives her reason for the need for service as she sees it. The child's records, psychological, physical, school achievement, citizenship and whatever is known of the family situation are discussed to see whether or not the situation is appropriate for casework. Since most referrals are involuntary, and actually imposed by the school, the school social worker initiates the contacts. There are times however when the principal may (and does) interpret the need for service in conference with a parent. The focus of the introduction of casework—whether it should be with the child directly or with the parent—is determined by the school social worker. This decision will depend upon the reason for referral, the age of the child, and the attitude of the parent as known to the school. To illustrate these differences: A child who has been to school for a year or two, or long enough to be

accustomed to the rules and regulations of the school, or who can fairly well be responsible for his behavior and who presents anti-social behavior, might well be seen by the school social worker before his parents are seen. In fact such a child probably should be seen first in order to secure his consent to enter into a casework relationship with his family. Even a very young child who presents aggressive behavior in a classroom might also be seen before his parents are approached to determine what his attitude about his behavior might be and whether he wishes to help himself. On the other hand, when all children in a family are expressing behavior problems in school which appear to stem from problems in the home, the primary focus is with the parent or parents.

To illustrate the beginnings of casework in some typical situations, I would like to use specific case material:

MELVIN, a 10-year-old boy, referred himself to the school social worker in the second semester of the school year 1949-1950. He was concerned about his school progress. He wasn't doing very well in school. He couldn't read and wanted some "help". Since Melvin himself initiated the contact, it was quite evident that he was aware of his problem and his request for help indicated that he was ready to "work on his own problem". The initial contact was properly with Melvin himself.

PERCY, a 5½-year-old kindergarten pupil, was referred because of his aggressive roughness in the classroom and his incessant talking. Since Percy was undoubtedly quite aware of his roughness and talking and since there seemed to be no basis for deep concern by the family, Percy was seen before any contact was made with his mother.

PATTY, a 5½-year-old first grader, was referred by the principal, at the suggestion of the speech teacher. In her routine examination of first grade pupils, the teacher had found Patty to have a marked and severe stammer which had no physical basis. The speech teacher felt that the stutter was secondary, as far as speech was concerned, and was an indication of severe tension. Since Patty's mother was known to have undue concern about the progress of both of her children, it seemed likely that Patty's stuttering had been noted at home and that some treatment might have been initiated. It was felt that Patty's stuttering might well be an emotionally charged subject as far as her parents were concerned. The initial focus was therefore with the mother.

The children who were seen presented several different types of behavior. Casework treatment has been offered on a direct basis with the children. The parents were seen almost on a secondary basis, as far as these children were concerned. Most of the children presented problems of poor adjustment, manifested primarily by learning far below their capacity, in itself an indication of some emotional disturbance. Some

presented, in addition, the problem of poor adjustment in relation to other children. "Nobody liked them" and, as a consequence their school life was very unhappy. Some children, while able to do excellent work in school, cannot get the maximum benefit from school because of their poor interpersonal relations. This presents an extremely difficult situation for a child and may, eventually lead to gross maladjustment.

The primary objective of school social work is to help every child achieve the maximum benefit from his school days insofar as the limitations of time and staff permit. It may be assumed that when a child is not achieving up to his ability, either educationally or in his contacts with his peers, there is some difficulty, emotional disturbance, or stumbling block, either within himself or in his relationships. The objective, then, of the social worker is to help that child attain a balance which will enable him to proceed with more positive and satisfying relationships. The process involved is to help the child to help himself, by understanding to some extent what is "in his way", to help him air his negative feelings and achieve some growth toward self-responsibility. In adults we can well understand that the mature way of dealing with feelings, emotions, and experiences that act in a destructive manner toward the individual's achievement of a satisfactory feeling toward his own situation is to discuss these matters in a face to face contact with a caseworker, and to "work with his problems". This is a situation that one would hardly expect a child to accept with much comfort. Many children don't know what is troubling them, and if they do, a formal and forbidding atmosphere would keep them from revealing themselves. The informal atmosphere of a room meant for children is of great help to a child in making him feel relaxed. A room where there is enough space for a child to move around, get away from the worker when he wants, come close when he wishes, walk around to walk off his energy, use whatever play materials that are available or appeal to him, and yet, which provides a minimum of distraction, offers the greatest facility for a casework relationship with children. Often a child will use nothing in the way of play material, but the fact that it is available and the room is geared for him sets the atmosphere of acceptance.

By the time a child has been referred to the school social worker his school experience has usually been somewhat painful for him. He has probably been in conflict with his teacher and classmates and has more than likely been to the office either for his behavior or poor work, and the school social worker is just another school person for him to see. The first contact with a child will most likely be rather uncomfortable for

him, with the school social worker interpreting her position in the school . . . what she's there for . . . "to help children who might be kind of unhappy in school", or "not getting along so well with the other kids", or "just not doing well". These are all negative factors which, we can assume, no child wants to relate to himself. The first step in forming a casework relationship with a child is to establish a comfortable atmosphere where a child may feel free to "expose himself and his problems".

Although the physical atmosphere may be set by the room, the "personal atmosphere" frequently takes a long time. No matter what verbal assurance is given a child, he must of necessity test the relationship for himself. There are as many ways of doing this as there are children. One way that is used quite commonly by children is to tell the worker some fantastic story which often places the child in an heroic or brave situation. If the worker can accept the child with his need to express himself this way, a beginning relationship is established. Proceeding from this basic relationship, a child may soon feel free enough to play, and through his play reveal some of his deepest feelings which he may eventually be able to actually verbalize. In the first few interviews, play is usually a distraction for the child—a way of relieving whatever self-consciousness he must feel about "that other teacher". Later, play seems to take on a different meaning, by close observation the worker can pick up even fine degrees of feeling tone. The very manner in which a child handles certain materials and the materials a child selects can give the caseworker a great deal of understanding of the child's feeling of hostility, deprivation, his concepts of homelife, and feelings about school. Through drawing, children often express their longings, show their emotional tenor, and illustrate rather clearly their point of conflict. Just "messing around with paint" gives a child a great opportunity to work out hostilities and repressions that he has been holding in tow for too long a time. Modeling clay, besides giving a child an opportunity to be creative, also permits him to unleash some negative feelings in areas where he wouldn't dare risk himself verbally. Building blocks will offer the child the opportunity to momentarily "bomb" any parent, worker, teacher, or recalcitrant sibling right out of existence.

In order to give concrete illustrations of the process of casework through play and the informal interview, I shall cite some case material:

MELVIN, a 10-year-old boy of just average intelligence who had referred himself to the school social worker the previous school year was still having a "lot of problems" in school. I met him one of the first days that I was in school when Melvin was doing some errands in the office. Two weeks later when I

went to get Melvin, he assured the teacher that he knew who I was—that he remembered the previous school social worker—and he wanted to talk to me.

During our first interview, Melvin spurned all of the play material that was available although he looked it all over very carefully. Melvin walked around the room for awhile. In the meantime I had seated myself at a corner of a long work table. Melvin soon brought over a chair and sat down diagonally in front of me. Melvin spent the whole interview in reviewing his summer vacation. He told tales of bicycle trips fraught with many dangers. He was always able to stop just before he was about to go over a cliff, or he would put on his brake just before he rode in front of a moving car. When I simply asked Melvin if he hadn't been afraid when these things happened, he took great delight in elaborating the stories. He tested me further by seeing if I could accept the fact that he had a "girl friend". He always stopped to pick up his girl friend in the evenings, and when I said that they must have had a lot of fun in the summer, Melvin gave some evidence of trusting me a little bit.

The second and third interviews were very much the same. Melvin would have nothing to do with any play material—he was "too big". He continued with stories of his escapades, his football team, and other sports. At his fourth interview, Melvin came in with a large notebook, an Eversharp pencil, a ruler, and a picture that he wanted to "sketch". After he started to draw, he suddenly got up and went over to my desk and picked up my pen which matched his pencil. He made the identification and then came back and sat down. As he left, Melvin gave me his picture to hang on the bulletin board and showed me exactly where he wanted it to hang. I thought that he was feeling pretty secure in his relationship at this time. He said that the next time he came he wanted to work with clay. During these interviews Melvin did bring out quite a bit about his family relationships as he talked about his school work and what he did at home. He doesn't get much help at home—his mother helps him sometimes—he won't let his father help because he's too cranky—and he won't ask his grandfather anything. He doesn't spend anytime in the house if he can help it. This information, coupled with the fact that Melvin's mother failed to respond to any overtures made to contact her, seemed to indicate that warm personal relationships were probably lacking in the home.

On Melvin's next visit he made a plaque out of clay. He fiddled with it for a long time, changed it several times, and was very lackadaisical about the mechanics of making it, but he finally finished it and said he would paint it the next time. During this time Melvin was able to express some of his concern about his failures at school. "It was bad enough to be one semester behind the kids he started to school with, but two semesters—he couldn't take that!" He tried very hard to see what had caused him to fail.

When Melvin returned he painted his plaque and took it with him, saying he was going to take it to his mother. On Melvin's next visit, he said that he had given the plaque to his mother and she was going to keep it on her dresser. He then decided to make something else, and started another small plaque. He was extremely uncomfortable and ill-at-ease and walked around the room a good bit while he worked. He decided to write on the plaque and thought that he would

like to write, "I love you, mother". Melvin required some assistance in the spelling. As he worked, I asked, "Do you, Melvin?". He quickly asked, "What?" and I said, "Love your mother?" Melvin said, "Sure, everybody in our house loves my mother." As he continued with his work, Melvin went over to the window sill, called me over, and asked me several questions about spelling. As we stood at the window sill Melvin cautiously turned to me and said, "Some kids say they don't love their mothers." I casually said, "No—I guess some kids don't." Melvin could hardly conceal his surprise at my acceptance of his statement but was unable to continue at that time.

When he returned the next week, he was extremely rough with his plaque and wanted to know if he should take off the outside ring of plasticene which he had moulded into the plaque. I told Melvin that he could do whatever he wanted to with the plaque . . . that it was his . . . and I asked if he knew that the whole thing would probably break if he did so. Melvin immediately pulled the plasticene off in a very rough manner. He then quietly walked in back of me. I was not aware of what he was doing. But a few minutes later as I passed the clay bucket, I noticed that Melvin had not only discarded his plaque but had smashed it completely and had thrown it into the bucket. Melvin left early this day and for a time thereafter not only withdrew but deliberately avoided me. It was necessary for me to seek Melvin out again and offer him a time to come to the office. After this episode, and my subsequent seeking Melvin out, there seemed to be a change in Melvin. He even felt happier about his school work. When Melvin was able to expose his guilty feelings about his mother and I accepted his right to those feelings, he gave evidence of having been relieved of a great burden and seemed to be able to move on to a better adjustment. Just to see him walking around the building demonstrated his release and newfound feeling of freedom. He was able to walk through the halls with a group of children without feeling the need to "punch the kid next to him". Melvin's work improved some, at least he felt satisfied to the point where he was able to think of his failure as a thing of the past. He said he used to think "there was something the matter with my mind." When I asked him if he thought so any more Melvin said, "No, not anymore, do you?" I told him that I never did, but that I wished that together we could find out just what it is that had kept him from reading as he wanted to and Melvin answered by saying, "Gee, so do I." Through the medium of play, a setting was established that enabled Melvin and me to establish a reciprocal relationship. Melvin was able to act out his hostilities and ill-feelings. I was able not only to accept them, but, through the informal setting, to let Melvin know that I accepted them, so that he could move on to a more satisfying level of adjustment.

In addition to the hostility, ill-feelings, and dissatisfactions that Melvin was able to express and release, some children can also specifically show their complete dissatisfaction with themselves and their lives. Understanding and acceptance of those feelings in such children help them to accept themselves a little better. The following case story will, I think, illustrate how Barbara, a 10-year-old child, was able to express her unfulfilled wishes through the medium of play. My acceptance of

her right to have these wishes, some of which might be feasible and some not, I believe, helped Barbara to be a little more amenable to her own situation.

BARBARA was referred by the principal. She was mean and petty with the other children, slapping them whenever she had the opportunity. She had stolen some candy from a neighborhood store and had deliberately been "caught". Her school work was extremely erratic although her intelligence rating was within the normal group. Barbara was the picture of unhappiness. The children disliked her and, wherever she was, there seemed to be "trouble". When observed in the classroom, Barbara always did something to evoke a scolding. On entering the classroom she would take a "swipe" at any child near her, usually a boy; sit with her back to the teacher, flounce around in her seat, answer correctly at first and immediately change her answer.

When first seen, Barbara was completely restricted about play, couldn't touch anything and seemed to be afraid to even ask permission to play with anything. She did draw with crayons, and insisted upon spelling her name incorrectly. When I would suggest that the spelling wasn't right, Barbara would simply say, "That's the way I spell it." While Barbara drew I was able to get some feeling of her unhappiness in her homelife. She had to do housework when she went home . . . she didn't have time to play. Her "real mother, Annie" came to see her but she didn't live with her. She had to call her foster mother, "Mother", and she wasn't really her mother. Barbara always drew the same thing, a picture of a girl with very long hair, dressed in bizarre clothing, and a house, and then signed them with her name in outsized letters, always spelled incorrectly. She would always hand them to me and ask me to put them on the bulletin board with "the other kids". For quite a while it seemed as though Barbara was just freeing herself to talk as she drew and there wasn't too much meaning to her drawings. She was able to complain about how the kids called her "black". The significance was hidden for quite a few weeks until Barbara was able to respond to my groping inquiries as to the meaning of this. I asked Barbara what she meant by "black"—could she mean "not nice"? This seemed to release a flood of pent up feelings. There was apparently a great deal of conversation regarding Barbara's mother and grandmother, which had been carried to the school by other children, and the "not nice" referred to them. Once Barbara was able to talk about her mother and grandmother at all, she was able to reveal her identification with them. Her grandmother had "real long hair" . . . "about down to here", and Barbara would illustrate by pointing below her shoulders, at the same time expressing her dissatisfaction with her own short little pigtails by holding them out quite scornfully. Since this seemed to be a genuine source of concern to Barbara, it seemed unrealistic to minimize the desirability of long hair and all I felt able to do was to suggest to Barbara that perhaps her hair was growing a "little bit" all of the time—that it did seem like a long time when you were waiting for your hair to grow. Barbara showed an unusual amount of relief at this suggestion and smiled and grinned to herself. In reviewing Barbara's drawings, the long hair on the girls she drew seemed to indicate a persistent, unfulfilled desire.

After several interviews Barbara was able to ask me if she might play with a certain thing. This seemed to take a great deal of courage for her, but she

couldn't yet take the initiative of getting things out even though she had permission to do so. After a long series of interviews, Barbara was able to ask if she could do things "like the other kids". Through constant reassurance that the time was hers, the toys hers while she was there, the room hers and mine during that time, Barbara was able to express some freedom of choice, but always had to ask, "Is it all right?" Through constant reassurance and acceptance of Barbara as Barbara, she was able to express a great deal. She first played with the doll house, but in a very unhappy way. All there was connected with the home was work—"washing windows", etc., and she seemed fearful of it. The schoolhouse produced much the same reaction. She played with clay only to be "like the other kids"— painted so she could put her things on the window sill "like the other kids". I kept encouraging Barbara to be "like the other kids". Soon she returned to her drawings, this time drawing on the blackboard with colored chalk. She kept drawing pictures of the house and the girl with long hair and colorful clothes. After I had been able to talk about her desire for long hair and we had been able to talk about the probability of her having long hair some day, Barbara gave some evidence of accepting herself. She learned how to spell her name correctly and made quite a point of writing it frequently and in very large letters. As I indicated before, Barbara always included a house in her drawings. As we got on a friendlier basis, we were able to talk about homes and what they were like. Barbara very vehemently said one day, "That man's living in my little room, and I can't stay at my grandmother's because he is." The deepness of Barbara's feelings indicated the urgency of seeing Barbara's "real mother", although previous overtures had met with no response. She finally made herself available and subsequent interviews revealed the fact that she too was aware of Barbara's desire for her "own room", which she couldn't quite understand because this was certainly not a part of her cultural pattern. Together we finally came to the conclusion that what Barbara really wanted was "a home of her own". Although her mother couldn't provide a home at this time, she was at least able to see the advisability of it and took Barbara into her long-range plans to make a home for the two of them. She was also able to recognize the necessity of spending a great deal more time with Barbara, which she started to do immediately. Barbara has shown her positive response to her mother's interest, first, by not only spelling her name correctly, but by using her middle name. She now spells her name—"BARBARA ANN" saying her real name is "BARBARA ANN". I believe that Barbara's ability and eagerness to use her name correctly indicates that Barbara is able to accept herself a little better now than before. This, I think, is due to her feeling of acceptance as an individual. As Barbara was able to accept herself more, her school work improved to some extent. She was also able to admit that there were many things that she couldn't do, but she was getting her "mother to help her".

The informal interview and atmosphere frequently will permit a child to reveal and release tensions which prevent him from making progress in school. Through play interviews Bobby was given some acceptance for himself outside of his school progress. This relieved the necessity of compulsive irritating activity:

BOBBY, age 8, presented an entirely different situation from any of the other children. Bobby was the older of two children. His father had been killed in a rather tragic accident a year and a half before Bobby was referred to me. He was withdrawn and rejected. He first came to the attention of the school social worker when the principal requested that a visit be made to the home. His report room teacher had complained that Bobby was dishonest and had truanted. A home visit indicated that Bobby's mother was considerably upset and Bobby seemed to be the focus of most of her dissatisfaction. He was apparently rejected by his mother and then by all of his relatives, with whom he lived. Bobby's birth seemed to have come at a rather inconvenient time, just ten days before his father was inducted into the service and without a furlough sent overseas. Bobby was always a withdrawn child who resisted any demonstration of affection whatever. This was extremely upsetting to both mother and father, and the pattern of rejection was intensified. The mother was well able to verbalize her negative feelings about Bobby and also some of her guilt about these feelings. All she was able to approve was Bobby's good achievement in school and she did focus her attention on this, trying to minimize her negative feelings about him. Complaints about Bobby were rather vague, and his new report room teacher kept saying she did not know what it was about Bobby's behavior that kept her on edge but she knew that she always expected him "to do something"—"he seems to be just on the verge" all of the time. She did say that Bobby never seemed to have quite enough to do, although she tried to give him extra work and special chores. Bobby would suddenly get up—walk around the room—go out to the washroom and play. At the same time he was well able to do all that was required of him and more. He didn't seem to have too many friends in school but he wasn't disliked.

When Bobby was first seen, he came up to my room casually. He was very talkative. He talked to himself constantly, in a monotone, absolutely devoid of any expression. He always seemed intent on what he was doing but was completely aware of any conversation that was directed to him and would answer a question almost before the question was completed. Bobby just seemed to "work" all of the time. His drawings mere meticulous and extremely restricted. He always interspersed his play with something related to work. Any games he played always had some arithmetic in them. He never could discuss his play activity or leisure time. He couldn't remember what he had done because he had "to worry about his work—his spelling and arithmetic". Bobby was an extremely neat child, who took great pains to keep things that way. Bobby was seen regularly and never had to be reminded of his appointment time.

During a series of interviews Bobby was able to relax in his play to a great extent. He used almost every type of material that was available. As he showed signs of feeling freer, he went to the cupboard himself and got things out, usually making different choices each time. The first evidence that Bobby gave that he was really getting relief was one day when he decided to paint. After mixing the paints he painted the face of an Indian in very intense colors and bold free strokes. The face was of course very gruesome and Bobby looked at it with great satisfaction. He gave it to me telling me to put it on the bulletin board. He continued in this manner, getting a little bit "messier" each time until he reached a climax one day. He played with paint and "messed around" in it, pouring it from one jar to another, working it with his hands and pouring it all over the

table. Although he talked all of the time he was playing, Bobby didn't reveal himself verbally in any way. The only indication that he gave that anything was bothering him occurred when he almost got paint on his suit, and then he calmly said, "Gee, my mother will holler at me if I get paint all over my clothes." When Bobby had caused such confusion that it looked as though he would never be able to clear up the mess, he suddenly realized that his appointment time was almost over and immediately started cleaning up. He had just completed his chores when the bell rang. Bobby continued in this way for several interviews, and, although he never revealed much about his homelife, it was noted that he didn't seem to have so much need to "worry" about his school work. This release however got Bobby into trouble in school. He tried very hard to become one of the crowd but usually went to extremes. He came to school late very frequently, hid his tardy slips which he was supposed to have signed, threw paper wads in the hall in front of a teacher. In attempting to become one of the crowd, Bobby, who never had been physically rough, hurt himself twice. Once he fell off a pillar in the schoolyard and skinned his face. Another time he fell on the railroad tracks and cut his head. Bobby tried hard to identify with the "regular boys" in the school but never quite made it. He couldn't keep up with them, could in no way defend himself, much to his mother's discouragement.

Bobby seemed to enjoy his trips to my office, and certainly used the time to do what he wanted to do. Although Bobby was aware of the rejection at home, he never seemed able to verablize his feelings. The only time he ever expressed any dissatisfaction with "home" was one day when he came in and played with building blocks. He built houses and "bombed" them until they were all "gone". As he did this Bobby looked absolutely gleeful, for the first time. His reaction to his constant rejection at home was to talk incessantly at home, never waiting for an answer and never directing his conversation to anyone, but proceeding in a monotone all of the time he was in the house, which apparently produced the desired effects of annoying everyone in the household. Bobby never seemed to enjoy any of his relatives and would never talk about them—except his little brother. He seemed to have very warm and normal feeling for him; he could even express anger toward him when he felt it.

All through the time that Bobby was seen he never seemed able to verbalize his restrictions and ill-feelings, but the progress of his play and his continued desire to come to my office indicated that he felt a great deal of release and acceptance. An additional promotion in school gave Bobby an added incentive, and he didn't seem to need to engage in so much random activity to keep occupied.

Another point that I would like to illustrate is that of the limitation of time, and the limitation of the possession of the worker that must sometimes be placed upon a child. I think the story of Harry, a 9-year-old boy of dull normal intelligence with a winning personality and appearance will illustrate this:

HARRY is extremely immature for his age and is, in addition, a "tough little scrapper". He is constantly fighting, is hyperactive, and demanding of a great deal of attention. Harry always coaxed to stay with me for two periods

when the agreement was for one period. It took several interviews during which it was explained to Harry that one period "was all". After this was consistently and finally explained to Harry, he did accept the limitation, so that at later periods he was there on the minute and when the bell rang would run out saying, "So long, see you next week—same time". Harry also tried to express his jealousy of my time by attempting to break another child's work. It was necessary not only to protect the other child's work but to interpret to Harry that his period was his alone and no one would interrupt, that the other children also had their time. When this was repeated through several interviews, Harry was able to accept limitation also, and indicated it by showing interest in the work that the other children were doing without showing jealousy. After Harry's acceptance of these limitations it became noticeable that he was brought to the office by one of the patrol boys for fighting less frequently.

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There is little material written from which to draw comparisons, so that these comments are based on personal experience in a school setting. The school setting is rather unique in social work; it offers advantages and disadvantages. The compactness of the setting and the accessibility of those concerned with the child in his school adjustment, facilitate the accumulation of facts and opinions that enable the school social worker to get a good picture of the child. On the other hand, most children associate the school social worker as a part of the school, and, if they are having painful experiences in school, they will view her with justified suspicion. These suspicions of a child can, I believe, be overcome by a relaxed atmosphere, both physical and personal. The physical atmosphere is set by the room which should be geared to the need of the child. The room with which I have had experience is a classroom which necessitates very little transitional adjustment for a child. The main difference lies in the fact that the room is adapted for the worker and the child's use, with a minimum of furniture, few distractions, and a great deal of free space. The "personal atmosphere" is the easy relationship that must be established between the school social worker and the child. The worker must, of necessity, like children, be sensitive to their feelings and their reactions, and be able to show them complete acceptance as individuals.

In order to establish an atmosphere in which worker and child can relate, a great deal of play material has been used. This medium served a two-fold purpose. First, it served as a means of permitting the child to relax, and then when the child felt sufficiently comfortable, it gave him the opportunity to express his inner feelings. Children use play materials in different ways and express different feelings through them. Observations indicate that most children use similar types of material to

express similar feelings. Pencil drawings or meticulous crayon drawings are usually done by a restricted child. Most restricted children cannot use paint or clay until they have secured some release from their inner tensions and restrictions. When children use clay or paint, they may be demonstrating their creative ability, but more often they are giving vent to their pent up hostile emotions which they dare not risk to express verbally. The dollhouse and dolls, representing mother, father, brother, sister, and playmates, give children an opportunity to express their feelings about these relationships. Often they will act out the standards of their homes, perhaps their hopes and desires for homelife, and their positive and negative relationships to the members of their families. The schoolhouse offers children the opportunity to express their feelings about teachers and school in general. Through these manifestations, the school social worker will be able to get a picture of some of the conflicts of children. With a sensitivity to the feelings of children, and ability to relate to these feelings, the worker will be able to help the child. When acceptance can be shown to children with emotional conflicts, they can often secure sufficient release from their tensions to enable them to take the first step forward in better adjustment within themselves. If this little progress can be sustained through a positive relationship, further progress will ultimately result.

The availability of personnel within the school permits frequent exchange of material and a gradual interpretation to teachers. There is never the feeling of urgency of formal appointments necessitating complete interpretation at one time, but interpretation of a specific child's difficulty may be given a little bit at a time when it is felt that a teacher is ready to accept it. A teacher may be given some little point of interpretation, then with the opportunity to observe the child in a different light, may be able to apply the information constructively.

I believe that the illustrations given in this paper indicate that school social work in an elementary school is good preventive treatment. If a child is not adjusting in school, early discovery of his poor adjustment and subsequent casework will, I believe, help to fulfill the present day philosophy of education—that every child be given the opportunity to secure the maximum benefit from his school experience.

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